

# **MULTICULTURAL NEWS**

October 2014
Nebraska Department of Education

## What Is "Personalized Learning"? Educators Seek Clarity

A number of education and technology organization are seeking to forge a clearer understanding of what this concept really means.

Sean Cavanagh, EducationWeek, October 22, 2014

Read full article at www.edweek.org/ew/articles/2014/10/22/09pl-overview.h34.html

In the diverse and ever-changing world of educational technology, the term "personalized learning" seems to be everywhere, though there is not yet a shared understanding of what it means.

Many school officials, and companies scrambling to do business with them, use that omnipresent phrase to refer to efforts to tailor lessons to students of different ability levels—an appealing concept, given the pressures schools face to raise the achievement of students coming to academic topics from very different starting points.

Over the past few years, a number of education and technology organizations have sought to move beyond generalities to forge a clearer definition of <a href="https://www.what.edu.nih.gov/what.e

As it stands, districts see the potential in personalized learning to meet the demands of a student population that has grown more diverse, with a wide range of academic and language needs. And technology, in the view of many, offers a powerful tool for achieving that goal. They point to the myriad digital devices, software, and learning platforms offering educators a once-unimaginable array of options for tailoring lessons to students' needs—and for collecting data on each student's individual performance.

Yet many obstacles persist. School leaders are struggling to strike a balance between safeguarding sensitive student data and being able to collect and use such data to individualize learning. Districts are also facing challenges in making their personalized learning strategies work, and in determining how to evaluate the true impact of those strategies on student learning.

The challenge for schools is to bring those elements together in a holistic way, one that creates more opportunities for students, said Andrew Calkins, the deputy director of the Next Generation Learning Challenges, a grant competition that encourages personalized learning, among other goals.

"The thing to understand about personalized learning is that it describes a methodology, rather than just a set of goals,"

said Mr. Calkins, whose nonprofit organization, EDUCAUSE, manages the competition. EDUCAUSE, which promotes the use of technology to improve education, also has worked to create a clearer definition of what personalized learning means.

A core piece of that definition, in Mr. Calkins' view, is that "the default perspective is the student's—not the curriculum, or the teacher," and that schools need to adjust to accommodate not only students' academic strengths and weaknesses, but also their interests, and what motivates them to succeed.

Yet some say that too much of what is being labeled "personalized learning" in classrooms today misses the mark.

#### **Shaping the Concept**

Many technology-based approaches to personalized learning amount to nothing more than tailoring or personalizing the reading of texts

to students of different abilities—rather than personalizing a mix of activities that give students a richer and more meaningful educational experience, said Elliot Soloway, a professor of computer science at the University of Michigan who has studied and developed digital education tools.

#### CDE SURVEY

- 69% increased student engagement
- 51% improved performance of staff and administration
- 39% greater student retention
- 28% improved test scores
- 22% higher grades
- 22% better attendance

"Everybody's saying they're doing it—but we have to go one level deeper when we say 'personalized learning," Mr. Soloway said. If schools and technology advocates don't set higher standards for what they mean, the movement "will not be sustainable," he predicted. "It will peter out."

Continue page 2



#### Continue from page 1

The allure of personalized learning is evident in the way that both the education community, and companies trying to do business in schools, shape the term to suit their needs.

A perusal of the sessions at the 2014 International Society for Technology in Education conference, the biggest edtech gathering in the country, held in June, provides a glimpse of personalized learning's many permutations.

One session offered school administrators insights on "personalized digital toolboxes." Another advised audiences on how to use information technology to enable "personalized connected learning."

There was an event on "systemic adoption of personalized learning," and "self-sustaining personalized learning." There were sessions on personalized learning for entire districts, for kindergartners and 1st graders, for struggling students, and for new teachers.

One session said that personalized learning is tied to a "culture shift" within schools, while another described the "perfect storm of personalized learning." But the prevailing enthusiasm for personalized learning has obscured a fundamental question: How should it be defined?

Personalizing learning, in some respects, is an age-old concept. For generations, teachers have sought to craft instruction to meet individual student needs—a manageable challenge when working with a relatively small group, but much more difficult for a class of 20 to 30 students.

Personalized learning in today's schools essentially amounts to the "differentiation" of lessons for students of different skill levels, or efforts to help students move at their own pace, said Susan D. Patrick, the executive director of the International Association for K-12 Online Learning, or iNACOL, a nonprofit advocacy group based in Vienna, Va. But she added that personalized learning must also promote "student agency"basically, giving students more power through either digital tools or other means, accounting for how they learn best, what motivates them, and their academic goals. The most effective digital tools support that purpose, she

"Technology can help provide students with more choices on how they're going to learn a lesson," Ms. Patrick said. "[It] empowers teachers in personalizing learning" and "empowers students through their own exercise of choice."

#### **Essential Elements**

Four years ago, a trio of organizations—the Software & Information Industry Association, a Washington based trade organization; the ASCD, a nonprofit focused on curriculum development; and the Council of Chief State School Officers—came together for a symposium and produced 10 "essential elements" and "policy enablers" for personalized learning.

Their definition emphasizes project-based learning, and more flexibility for students to set their learning paths, among other goals. An overwhelming majority of the symposium's attendees said technology played a key role in personalized learning; the essential elements also emphasized the importance of providing equal access to technology.

This year, in an effort to provide clearer direction for K-12 officials and others, iNACOL, along with a group of philanthropies, nonprofits, and technology advocacy organizations, created a "working definition of personalized learning."

That definition, crafted by organizations that included the Bill & Melinda Gates Foundation, the Michael and Susan Dell Foundation, and EDUCAUSE, rests on four pillars. (*Education Week* receives support from the Gates Foundation for its coverage of college- and career-ready standards.) Each student should have a "learner profile," or a record documenting his or her academic strengths and weaknesses, motivations, and goals; students should have personal learning paths that encourage them to set and manage their individual academic goals; students should follow a "competency-based progression" through topics; and their learning environments—in most cases, schools—should be flexible and structured in a way to support their goals.

Those pillars have been integrated into the request for proposals crafted by the Next Generation Learning Challenges, a grant program created in 2010 that pays for technology-based efforts in schools that promote preparation for, and completion of, postsecondary education.

#### **Building Student Ownership**

True personalized learning calls for a "rethinking and redesign" of schools, which could require them to overhaul classroom structures and schedules, curricula, and the instructional approaches of teachers, Mr. Calkins of EDUCAUSE argued. For instance, in an effective personalized learning model, teachers' roles are more like those of coaches or facilitators than "content providers," he said.

Many of the projects financed through the learning-challenges grants aspire to that goal, though there's certainly room for schools to integrate personalized approaches more slowly, he said.

In Wisconsin, the <u>Kettle Moraine school system</u>'s foray into personalized learning has been ambitious, but also deliberate. The 4,000-student district, located in the suburbs west of Milwaukee, has been a high-performing system for years. But district leaders became concerned that students were more focused on completing academic tasks than on setting their own learning goals, recalled Theresa Ewald, the assistant superintendent for teaching and learning.

"We were looking at ways of transferring the ownership of learning from teachers to students," Ms. Ewald said.

Read full article at www.edweek.org/ew/articles/2014/10/22/09pl-overview.h34.html

## From article introduction

f the 74 million children in the United States today, 17.5 million are Hispanic.<sup>a</sup> They are the largest racial/ethnic minority group of children, and also the fastest -growing. Today, one U.S. child in four is Hispanic; by 2050, it will be more than one in three, about equal to the proportion who will be non-Hispanic white.1 Hispanic children represent a significant portion of tomorrow's workforce and taxpayers—our shared future.

Virtually all of America's Latino children—more than 90 percent in 2013—are U.S.-born citizens. More than 40 percent have roots in this country that extend beyond their parents' generation. While the majority (70 percent) have family origins in Mexico, the heritage of America's Latino children also takes in Puerto Rico (a U.S. territory), Caribbean countries, countries in Central and South America, and Europe.<sup>2</sup>

Today's generations of Hispanics are gaining ground and, as with many trends, the evidence is clearest when we look at children:

- On important social-emotional skills, young Latino children enter school on par with, or even exceeding, their non-Latino peers.
- The majority of Latino children live with two parents, which offers a firm foundation for emotional and economic wellbeing. As it has been for so many other Americans, education is a ladder to success for Latinos. More young Latino children are enrolling in early education programs.3 Latino students are posting solid gains on national assessments in key subject areas.4 More Latinos than ever before have a high school diploma,5 and record numbers are enrolling in postsecondary education.
- More of America's Hispanic

youth are taking responsibility for their own well-being, as indicated by falling rates of cigarette smoking<sup>7</sup> and teen pregnancy.<sup>8</sup>

- For many Hispanic children, strong family traditions anchor their upbringing. For example, Latino children are more likely than children in other racial/ ethnic groups to eat dinner with their families six or seven nights a week.<sup>9</sup>
- Hispanic teens match or even  $p_{OWn}$  exceed their peers in other racial and ethnic groups in their avid use of technology.  $p_{OWn}$

U.S.:

America's Hispanic Children:
Gaining Ground, Looking Forward
Dowd Hupping, PR.D. | Liva Gurman, PR.D. | Alexa Horne, PR.D.

Schill Emphric

Download the booklet http://goo.gl/

While these gains are impressive, as a group America's Latino children still face some stark challenges that, from an early age, place them at a disadvantage, relative to many other children in the

- Pre-eminent is the challenge of poverty: nearly one-third of Latino children live below the poverty line, and a roughly equal share, while not poor by official definition, has family incomes just adequate to meet basic needs.<sup>11</sup> America's Latino children disproportionately live in neighborhoods of concentrated poverty,<sup>12</sup> where poor housing, poor schools, and crime further threaten their well-being.<sup>13</sup>
- For reasons that are complex, many Hispanic children start school inadequately prepared to meet that institution's expectations. 14 Issues of language and culture, and possible disconnects between families and schools, can hinder academic achievement for many Hispanic students. 15 Despite notable progress in health insurance coverage, 16 close to 15 percent of Hispanic children did not have a well-care visit in the last year. 17 As children or adolescents, many Hispanics are overweight or obese, 18 and rates of substance abuse, 19 interpersonal violence, 20 and depressive symptoms 21 are high.

#### Other Study Highlights.

Over 90% of U.S. Hispanic children were born in the United States. More than half the Hispanic children have a foreign-born parent. In some states, more than half of children are Hispanic. Nearly 1/3 of Hispanic children live in households in poverty

The Census Bureau defines "country of origin" as "the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States." As with all Census data, this information is self-reported. The Census Bureau additionally reports on the "nativity" of household members—whether they were U.S.-born, or foreign-born. The Bureau considers people U.S.-born if they were born in the U.S., Puerto Rico, a U.S. Island Area (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, or the U.S. Virgin Islands), or abroad of a U.S. citizen parent or parents. In the case of individuals living with their parents, there is also information on parents' nativity status; no information on place of birth is reported for earlier generations.



aThroughout this report, we use the terms "Hispanic" and "Latino" interchangeably. The Census Bureau gives survey respondents the option of identifying themselves (or their minor children) as having origins in Mexico, Puerto Rico, Cuba, or "another Hispanic, Latino, or Spanish origin."



Photo credit: Brad Flicker http://goo.gl/9rQ8Ml, Creative Commons

#### **Teaching Kids to Manage Their Own Behavior**

Julia Steiny, Education News excerpt from <a href="http://goo.gl/cEUurD">http://goo.gl/cEUurD</a>

Being held after school for a little straightening out are ten 6th-graders who were involved in one of two incidents. Three girls were so compulsively talking with each other, they had to be removed from class. And during recess, the seven others caused a minor melee when a bee wandered into their midst. They'd swung wildly trying kill the bee, shrieking and kicking up more chaos than the few adults on the sadly small playground could easily calm.

The consequence is to be held for After-school Restoration (ASR), a re-designed of detention according to restorative principles. While sitting in a circle with a couple of adults, they pass a "talking piece" to indicate who should be doing the talking. In turn, each kid gets a bit of kind, firm adult attention. Adults don't lecture or berate. They mostly ask calm questions. Why are you here? What happened? Who was affected? What might have been a better choice? How can you prevent this from happening again? Like that. Often kids get annoyed, but that's okay.

#### Compulsive talkers are super-common in ASR.

School is where friends connect, and lots of adolescents can't let go of fun conversation. Two of the three girls in today's group are notorious chatters. But they're basically cooperative, so they're just here for an inconvenient reminder to get back onto their game. They probably wouldn't be here except for getting caught up with a third girl whose issues run deeper. "I talk because I can't stop talking," she says. "I know it. If you let me talk now, I'll just keep talking." The other kids giggled at that, but she was grim as the Reaper. We ask if she'd like to talk to a counselor or someone about the issue. She nods a fierce yes. Ah, she wants help. ASR frequently unearths issues that need further attention. Moving on. *Read more at the link above*.



Photo credit: Saad Faruque http://goo.gl/kbWHG0 Creative Commons

#### **Study: Low Expectations Means Lower Achievement for Hispanics**

Kristin DeCarr, Education News October 21, 2014 excerpt from http://goo.gl/M3o8w9

A new study released by the Center for American Progress discovered that teachers hold Hispanic students to lower expectations.

Diversity in the US is at a record high, with Hispanics holding the title as the largest minority group. Pew Research Center recently released data stating that there are 52 million Hispanics/Latinos in the nation.

The study, *The Power of the Pygmalion Effect*, looked at 10 years of data concerning teacher expectations for 10<sup>th</sup> graders. Researchers discovered that those <u>high school students</u> for whom teachers held high expectations were more likely to complete a college degree program than those students whose teachers did not.

"Secondary teachers have lower expectations for students of color and students from disadvantaged backgrounds," the report's authors write. "Secondary teachers predicted that high-poverty students were 53 percent less likely to earn a college diploma than their more affluent peers."

The report discovered that many teachers <u>held these low expectations for students of color before they even set foot into the classroom</u>. Of the teachers studied, the belief was that "African American students were 47% less likely to graduate from college than their white peers." The teachers believed Hispanic students were 42% less likely.

Previous research has found a strong <u>correlation between student achievement and teacher expectations</u>, referred to as the Pygmalion Effect. "It has been demonstrated in study after study, and the results can sometimes be quite significant," write the authors of the CAP study. "In one research project, for instance, teacher expectations of a preschooler's ability was a robust predictor of the child's high school GPA."

And while the nation is witnessing greater diversity among students, the same does not hold true for teachers. A study from the National Education Association discovered that 82% of the 3.3 million public school teachers across the country are white. Only 8% are Hispanic, 7% African-American, and 2% are Asian.

- See more by clicking link above



Photo credit: DJ Bass Creative Commons http://goo.gl/0yjVWt

#### How this Woman Is Getting Volunteers to Read to Kids All Over the World

Jillian D'Onfro, Business Insider, October 26, 2014 <a href="http://goo.gl/TNmy0C">http://goo.gl/TNmy0C</a>

Annabelle Howard, the founder of <u>a nonprofit organization called Big Fun Education</u>, is showing the world how the internet can and should change the way kids learn.

It's not about looking facts up on the web. It's about connecting kids with other kids and people that they could never have worked with before the internet. And her choice of internet tools is Google+ and Google's videoconferencing tool, Hangouts.

For instance, using Google+ and Hangouts she has:

- Connected middle schoolers from Scotland with students from North Carolina to teach them
  what the accents in Shakespeare's "Macbeth" are actually supposed to sound like.
- Helped coordinate one-on-one reading sessions between students and adults from all different backgrounds.
- Recruited two chefs from Trinidad and England to walk students through the menu of a medieval feast, while coaching them on how to make marzipan in real-time.
- Produced a video on the feast that reached an astounding 27 million people.

Those activities came through two of Big Fun Education's programs: Macbeth Goes Social and Reading Without Borders.

<u>Macbeth Goes Social</u> coordinates live readings and performances of the play Macbeth with students from around the world.

Reading Without Borders connects adults with students to read books about things the kids are passionate about.

Howard says her goal is to make theatre accessible and fun for everyone and to get students interested in reading.

... She plugged into Google's Connected Classroom Google+ community and found more teachers than she ever expected willing to give her idea a shot. She eventually created her own Google+ community for Big Fun Education that now has more than 500 followers. She has now connected students and adults in more than 37 countries.

Visit the website at http://www.bigfuneducation.org/



# Columbus Public Schools Is making it work!!

## "Flipped" classroom ties homework at school, lectures at home

Julie Blum, Columbusbustelgram.com, October 26, 2014 <a href="http://goo.gl/l7fZVD">http://goo.gl/l7fZVD</a>

Seventh-grade students in her math class at Columbus Middle School don't listen to Ebel instruct then complete their assignments at home. They actually do the opposite in a flipped classroom structure.

"In a traditional classroom, a teacher lectures then the students go home and do homework. The flipped concept is exactly the opposite," Ebel said.

Students watch lectures at home online and do their homework in class. It is a setup that was started last school year by a teacher who used to teach sixth-grade math. This year, Ebel and fellow math instructor Shantelle Suiter are trying the concept. Principal Amy Haynes said the flipped classroom model might be new to the school, but it has been growing in other districts in the country. "There are other schools out there doing it. There is a lot of research out there that talks about it. It gets kids engaged," Haynes said.

Student McKayla Mueller said she wasn't so sure she'd like the new way math was going to be taught this year. But after watching the first video, she said she liked it.

"I thought it was something I could get used to," Mueller said. The way it works is teachers make videos, typically 10-15 minutes long, explaining the latest lesson. Students download an app to watch the video outside of class and take notes and copy down problems that are explained to them. When they come to class, they do homework under the supervision of the teacher. Read more at the link above.

# **November** is



Fantastic resource portal project of the Library of Congress. You will find information from the following: <a href="http://">http://</a> <a href="http://">http://</a> <a href="http://">http://</a> <a href="http://">hativeamericanheritagemonth.gov/collections/index.html</a>

Library of Congress National Archives National Endowment for the Humanities National Art Gallery Smithsonian Institutes And a resource list of other collections

## Native American Pre-K through 12 Curriculum

www.lessonsofourland.org/

#### The Curriculum and How You Can Use it

Lessons of Our Land is designed to make it easy for Pre-K through Grade 12 teachers to incorporate Native American stories, lessons and games into regular classroom instruction. This interdisciplinary Indian land curriculum was designed to align with existing state standards and is adaptable to include the history and culture of a region's Indian nations. While Lessons of Our Land positions Native American tribal issues and values at the forefront, the curriculum emphasizes the fundamental relationship between land and people in general, not just Native Americans.

Additional Resources PBS http://goo.gl/qn81o5

Native Stories (division of Visionmaker) http://www.nativetelecom.org/



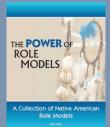
Nebraska Department of Education/Multicultural Office is producing and partnering with several agencies to provide quality eBook materials for your classroom. eBooks from outside resources are also available on our webpage. Watch as we grow to include all cultures in Nebraska. All books have a pdf version. So don't let the eBook scare you away—there is something for all. Visit www.education.ne.gov/mce or www.education.ne.gov/nebooks/ebook\_library.html for your FREE download.

Native Daughters includes healers and warriors, story tellers and law makers, leaders, environmentalists and artists. The curriculum companion includes classroom activities, resources and handouts. Watch the movies, listen to their stories. Complete interactive guide that accompanies the Native Daughters' Magazine. Written and designed by Nebraska educator's, this iBook needs to be on every educator's shelf.

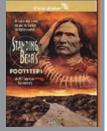


NEBRASKA

**Developed from the University of Nebraska** Medical Center SEPA project Role Models in Your Community poster sets. Native American role models from the United States include environmentalists, radiologists, nurses, doctors, teachers, dentist, agricultural managers, firefighter, astronaut, marine biologist, laboratory technicians, physicists and more. Read why they chose their field and the skills required. College of study, tribal affiliations and their home towns are all interlinked to give the reader a true journey of the role model. A few videos are sprinkled in to for more interaction. Additional pages for each profession include teaching points, suggested books and alignment to Nebraska, South Dakota and American Indian science standards.



Produced by NET in partnership with VisionMaker Media. The PBS documentary Standing Bear's Footsteps tells the story of the Ponca people who were forcibly removed from their northern Nebraska homelands and sent to Oklahoma. This eBook brings together content from the film, the film's educational website, and a series of short new essays in an interactive presentation. This eBook is easily adaptable to the classroom. To assist educators, a teacher resource section has been included.





Students love the Eagle books from CDC's Native's Diabetes Wellness Program. Tool kits can be downlaoded for FREE.





Amerian Indian and Alaska Native communities are reclaimnig traditional foods as part of the global Indigenous food sovereignty movement. See what communities shared about tradition foods.

## Free Eagle Books

Families: http://bit.ly/ordereb or 1-800-CDC-INFO (800-232-4636)

Classrooms: http://bit.ly/ihsordereb

#### Eagle Books

Produced by CDC's Native Diabetes Wellness Program, the Eagle Books use traditional ways and the wisdom of a wise eagle to inspire young readers to find joy in physical activity, eating healthy foods, and learning about health and type 2 diabetes prevention.



#### **Out of Bounds**

# Two showings Grades 5-9

A "must-see" for kids and parents navigating cyberbullying in the social media age. Developed at the University of Iowa, *Out of Bounds* is about a teen who finds courage to face the situation and discovers new friendships along the way. Captured are the emotions of all involved-the victim, bully, parents, administration and bystanders.

Student Showing: Nov 7 North Star High School Theater, Lincoln NE

Family Showing: Nov 6 Lied Center Main stage Families are invited to join in a post-show interactive discussion led by local bullying experts.

Bullying is "Out of Bounds" Teacher workshop November 8

SCHOOLS CALL: 402-472-4747 regarding student ticket scholarship and teacher workshop

Watch the video and read more detailed information

http://www.liedcenter.org/event/outbounds

## November 7-9, 2014

# UNO Native American Film Festival

Omaha's Second Annual Native
American Film Festival, will
showcase ten feature films,
documentaries, and animations. Copresented by the University of
Nebraska-Omaha (UNO) Native
American Studies, Inter-Tribal
Student Council, Office of
Multicultural Affairs, American
Multicultural Students, and Vision
Maker Media, the event features
special appearances by directors
and actors with workshops for local
filmmakers and actors. See a full list
of screenings and workshops.

http://www.nativetelecom.org/unonative-american-film-festivalnovember-7-9-2014 Museum of Nebraska Art presents, George Catlin's North American Indian Portfolio August 19 – December 7, 2014

George Catlin (1796-1827) was among the earliest artists to venture to the West where he undertook eight years of field research and visited 48 tribes to produce a rich record of Native Americans.

Comprised of 36 images, the Museum of Nebraska Art is proud to feature its Catlin Portfolio in its entirety. Catlin wrote, "The history and customs of such a people, preserved by pictorial illustrations, are themes worthy the lifetime of one man..."

For more information contact the Museum at (308) 865-8559.





reportcard.education.ne.gov/Default State.aspx

#### Percent Proficient

Student Groups	Reading	Math	Science
All students	77%	71%	72%
Hispanic	64%	56%	51%
American Indian/Alaska Native	50%	43%	39%
Asian	76%	73%	67%
Black or African American	56%	42%	40%
Native Hawaiian or Other Pacific Islander	67%	63%	55%
White	83%	79%	81%
Two or More Races	74%	66%	66%





A "must-see" for kids and parents navigating cyberbuilying in the social media age.

THURSDAY

## EVENING PERFORMANCE November 6, 7:30 PM | North Star High School

tesigned for families and parents, the post-talk features *Out of Bounds* Director Sean Levis, playwright Jermifer except and UNL's Dr. Susan Sweaner. For tickets: 402,472,4747 or fledcenter.org

FRIDAY

# STUDENT MATINEE PERFORMANCE NOVEMBER 7, 12:30 PM | NORTH STAR HIGH SCHOOL

Designed for students and their teachers. Tickets cost 54vstudent, The post-task restures Qui or squints pendi and UNL's Dr. Susan Swearer. For tickets: 402.472.4747 or fiedcenter.org

SATURDAY

# BULLYING IS OUT OF BOUNDS! TEACHER WORKSHOP NOVEMBER 8. 8:30 AM-1:00 PM | ROOM 45 HENZLIK HALL, UNL CAMPUS

In this workshop, baschers explore arts-based strategies for dealing with bullying in the classroom. Director Security Leavie and Playungful Jennifer Fewcett lead participants in through draws exercises and games that can be adequate for different age groups and skill levels and that offer opportunities to practice dealing with conflict. Audiding empathy and engaging students in meaningful conversations about buffing that po beyond strengthes and buffer points. Dr. Busan Severar provides the conducting laynote "Creating Bate Spaces for Kids." All participants receive a copy of Words Wound: Dealet Cyberbudying and Alake Kindhese Go Visit Attendance of an Out of Sounds performance is not required to participate in the teacher workshop. The cost of the workshop is \$50 pers.

TO REGISTER, PLEASE CONTACT: Nanoy Engen-Wedin 1 402.472.4707 | nengenwedin2@uni.edu



Mark the date for May 27-28, 2015 at Norfolk Middle School.

NOMINATE NOW your middle level administrator or teacher. https://nmla.shutterfly.com/



#### 2015 NJOMA Conference

"JOM Recipe for Success: Parent, Student and Teacher Collaboration" Portland, Oregon March 29 - March 31, 2015

Portland Marriott Downtown Waterfront 1401 SW Naito Pkwy., Portland, OR 97201 1-503-226-7600 | 1-800-228-9290

http://goo.gl/H7JTyM

Webinar

### New Guidance for Partnering with Diverse Families: The National Framework for Dual Capacity Building

WEBINAR November 12, 2014

Region IX Equity Assistance Center at WestEd hosting, Dr. Karen map. Time zone and more information at <a href="http://goo.gl/hplDkd">http://goo.gl/hplDkd</a>



Deadline: January 14, 2015

http://www.aigcs.org/highlights/gates-millenniumscholars-program/

Video presentations https://www.youtube.com/watch?v=LZ0 13ctv74

# Youth Scholarship

#### AIGC All Native American High School Academic Team

Deadline: March 16, 2015 http://www.aigcs.org/scholarships/anahsat/

Students will be judged on outstanding original academic, artistic or leadership endeavor, as described in his or her own words.

#### The Accenture Native American **Scholarship**

Deadline: March 16, 2015 http://www.aigcs.org/scholarships/anahsat/

Students will be judged on outstanding original academic, artistic or leadership endeavor, as described in his or her own words.

#### **NGA: Youth Garden Grants**

National Gardening Association Youth Garden Grants support schools and community organizations with child-centered garden programs. In evaluating grant applications, priority will be given to programs that emphasize educational focus or curricular/program integration; nutrition or plant-to-food connections; environmental awareness/education; entrepreneurship; and social aspects of gardening such as leadership development, team building, community support, or service-learning. Maximum award: a \$500 gift card to the Gardening with Kids catalog, seeds and plants from Bonnie Plants, an Ames tool package, and educational materials from NGA. Eligibility: schools, youth groups, community centers, camps, clubs, treatment facilities, and intergenerational groups throughout the United States. Deadline: December 5, 2014. http://goo.gl/BdURg1

